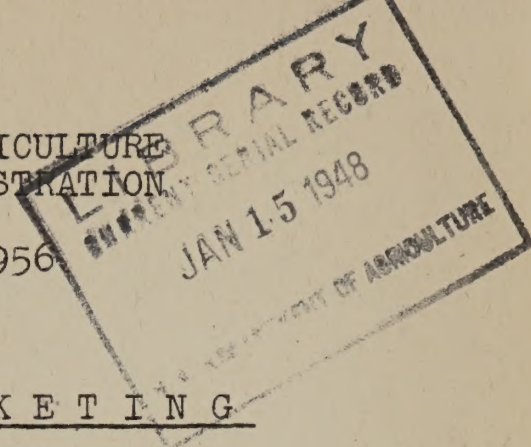


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UNITED STATES DEPARTMENT OF AGRICULTURE
PRODUCTION AND MARKETING ADMINISTRATION
INFORMATION SERVICE
641 WASHINGTON STREET, RM. 956
NEW YORK 14, NEW YORK



A G R I C U L T U R A L M A R K E T I N G

(Script No. 6....For Use During
the Period Sept. 1-13, 1947)

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PART I --- SCHOOL LUNCHES AND FARM MARKETS (7½ minutes)

ANNOUNCER: The marketing of America's food is of direct concern to everyone --- farmer, distributor, and consumer. Today, Station _____ presents another in a series of broadcasts designed to tell farm and city people more about the latest developments in the field of agricultural marketing.....September days are with us again and that means that every home which boasts a youngster of school age has been going through the usual excitement and bustle of preparation for the opening of school. They haven't been the only ones who've been busy though. The wheels which turn out the three R's have been revolving in every school system for many months. Preparations have been going on to make ready the textbooks, the curriculum, the recreational facilities, and the school lunch programs which are now accepted as a vital part of the educational system. The opening of school this year marks the beginning of the second year of operation for the National School Lunch Program. So we've invited to our studios today Mr. _____, of the _____ office of the Production and Marketing Administration. The PMA has the responsibility of handling the Federal part of the National School Lunch Program, _____, so how about giving us some facts about school lunches and what they mean to farm markets.

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PMA: I think I can, _____. Most of the farmers I talk with these days aren't greatly worried about markets for most of the crops they are bringing in right now. They are thinking of the future.

ANN: Well you can't blame them much. Of course it's easy to point out that even with production records being broken every year farmers are still hard pressed to meet the tremendous domestic and foreign demands. But every farmer remembers times when the bottom has fallen right out from under farm prices so they are naturally interested in how long good prices will continue.

PMA: Yes, that's a good question, _____. And it's one which has been concerning the Congress and agricultural leaders who are now working out a long-range farm program. I don't pretend to know what that program will look like when it's finally shaped up. But I'm willing to bet that a large part of it will have to do with keeping up our big domestic market for food....and even broadening it.

ANN: And that, I suppose, is where the school lunch program comes in. Actually, though, the school lunch program has been helping expand farm markets in this country for a long time. Since 1935 I believe.

PMA: Well school lunch projects have been sponsored by individual schools and communities for a great deal longer than that. But in 1935 the Federal Government first began in a small way to help schools and communities to build up their lunch programs. Since then the Federal contribution has gradually increased.

ANN: ...And since Congress placed the program on a permanent basis last year with the National School Lunch Act we've got a blueprint for making it an even more important aid to farm markets as the years go on.

PMA: ...Exactly. Here's just one example of their importance. During the school year that ended in June, lunch projects operating under the National School Lunch Act used up about 112 million dollars worth of foodstuffs.

ANN: One hundred and twelve million dollars will buy a lot of groceries.

PMA: It certainly will. As a matter of fact it bought over a billion pounds of food --- a quarter billion quarts of milk alone --- not to speak about the vast quantities of other dairy products, eggs, fruits, vegetables, and all the other foods that go to set a nourishing lunch table for seven and a half million kids.

ANN: Who paid for all this food, the Government?

PMA: Oh no. Federal assistance to school lunch projects for food purchases added up to about 65 million dollars last year. That included allocations direct to the States for food purchases and certain good buys which the Department was able to make of items like army surplus orange juice and preserves.

ANN: In addition to that doesn't the Department distribute to the schools some of the food that it buys under price support programs?

PMA: That's right. Large quantities of these foods which are bought to maintain farm markets are given free of charge to schools and other institutions. Last year we made good use of millions of bushels of surplus potatoes that way and right now we are distributing millions of pounds of dried eggs which we bought to keep egg markets firm early this year. This Federal contribution adds up to a lot of food. But a large part is bought with the nickels and dimes which the kids pay for their lunch and the money made available for school lunch by the States and local community sponsors.

ANN: Well that gives us an idea of the way that the National School Lunch Program is broadening the immediate farm market. But it seems to me that ~~this program means~~ a great deal in the long-range picture as well.

PMA: You're right, _____. That's part of the whole theory behind the National School Lunch Act. Lots of folks may not realize it, but even with consumer food purchases at their highest levels in history many people in the country --- and that includes some right around here --- still aren't eating the right amounts of the right kinds of food.

ANN: I saw some figures the other day which bore that out. I guess one reason for that is that many people just can't afford to buy the quantity and variety of food that they need. And I know there are still plenty of people who just never learned good eating habits.

PMA: Well the School Lunch Program isn't the whole answer to either of these problems --- not by a long shot. But through it we begin to attack these problems at the place where it can do most good. Most educators agree that children learn best by doing. Once you have a youngster eating the proper amounts of all the foods necessary for a well balanced diet every day of the school year, that youngster acquires tastes and habits which will affect the grocery purchases of his family now and his own purchases when he grows up.

ANN: That's the kind of thing which will pay farmers dividends for many years to come.

PMA: And on the other hand the program helps meet the problem of inadequate diets resulting from inadequate income too. By making a balanced lunch available to every child in a participating school.....regardless of how little money his family has --- we're helping to expand food consumption among low-income families.

ANN: You said a moment ago that Congress appropriated sixty-five million dollars for the program this year. Last year the original appropriation was seventy-five million dollars wasn't it?

PMA: Yes, but ten million dollars of that sum was for non-food items like food preparation equipment, and so on. This year all of the money will be used to help schools buy food. You probably have a general idea of how the program works.

ANN: Well, as I understand it the Department of Agriculture makes agreements with some State agency --- usually the State education agency to administer the program according to the requirements of the National School Lunch Act.....

PMA: That's right. The Federal Government --- as its part of the agreement --- divides up the total national appropriation according to the number of school children and the average per capita income in each State.

ANN: And since rural schools operate under the program in the same way as the big city school systems that means that farm families benefit from the program two ways...better lunches for their children and larger markets for their food crops.

PMA: Right, _____, Of course the school lunch program is only one part of a larger plan for insuring the prosperity of agriculture. But it's an important part of that plan and farmers as well as city people have a direct interest in its success.

ANN: I think that all our listeners will agree with you on that, _____.....

(USE FOLLOWING CLOSE IF PART I IS USED AS A SEPARATE SCRIPT)

ANN: But it looks like our time is about up now. Thanks for being with us today, _____, of the _____ office of the Production and Marketing Administration. Friends you've been listening to a discussion on the subject of "School Lunches and Farm Markets". This public service broadcast has been brought to you by Station _____, in cooperation with the United States Department of Agriculture.

(MORE)

PART II --- NEW OUTLETS FOR DRY MILK (7½ minutes)

USE THIS INTRODUCTION IF PART II IS TO BE USED AS A SEPARATE SCRIPT.)

ANN: The marketing of America's food is of direct concern to everyone --- farmer, distributor, and consumer. Today, Station _____ presents another in a series of broadcasts designed to tell farm and city people more about the latest developments in the field of agricultural marketing.With us in the studio again today is _____, of the _____ office of the Production and Marketing Administration.....

ANN:Dairy farmers in this area have been particularly interested in the recent experiments on using nonfat dry milk in the school lunch program. Could you tell us something about that, _____.

PMA: That's a very interesting story, _____, because it is one of the best examples of the way school lunches help to keep and expand the market for a vital farm commodity at the same time that they help build up the diet of the nation's youngsters.

ANN: You know I was quite shocked the other day to learn that we Americans, who like to boast about the fact that we lead the world in milk production, rank only thirteenth among the nations in the amount of milk that the average citizen drinks.

PMA: Yes that's something that's hard for most people here in the Northeast to understand, because the rate of milk consumption in thickly settled areas like this runs pretty high. But our milk distribution system is far from adequate. There are many sparsely settled communities in the country --- mainly in the South and Southwest --- which are far from large fresh milk producing centers. People there don't as a rule drink as much milk as most of us in the Northeast do.

ANN: I was amazed to find out that there are many youngsters in these areas you speak of who don't even know what fresh milk tastes like.

PMA: That's true enough. And on the other hand dairy producers are looking around for ways to keep the demand for their milk at the high wartime level.

ANN: That would seem to make dry milk distribution a natural for the School Lunch Program.

PMA: That's what the school lunch people in Washington thought too. What made this experiment particularly appropriate was the fact that we have all the facilities for drying milk which were built during the war.

ANN: Dry milk isn't a particularly new development, though. I know that there was quite a bit of it on the market long before the war.

PMA: Oh yes. That's right. Even in 1940 322 million pounds of nonfat dry milk were manufactured. However, very little of that was used as a beverage.

- ANN: I suppose it went mainly for baked goods and other prepared foods.
- PMA: Yes, and a great deal was used in animal feeds. With the war, production shot up sharply in order to fill the tremendous military and lend-lease demands. Output almost doubled during this period. Last year, for example, we produced 638 million pounds.
- ANN: And now that the big military market is gone the problem of what to do with this manufacturing capacity has to be solved.
- PMA: That's right. During the war, you remember, the Government asked dairy farmers to increase their production of milk and to sell it whole rather than separate the cream at the farm.
- ANN: In that way processors were able to use the fat for cheese and butter while the skim milk could be dried for export to our armed forces and allies.
- PMA: With the end of the war though, this market naturally has begun to disappear, and we are faced with the problem of what to do with this manufacturing capacity as well as with the problem of how to keep up the market for milk which was built up during the war. All of these things were taken into consideration when the Department started this pilot dry milk program last November.
- ANN: Suppose you give us a brief outline of how this dry milk test worked, _____.



PMA: All right, _____. States which suffered from a deficiency of milk were invited to participate in the program. By the end of the last school year 657 schools in 8 Southern States were adding water to nonfat dry milk powder and serving it as a beverage to the youngsters in the School Lunch Program.

ANN: And how did the children like it?

PMA: That, of course, was the acid test. Before the program was started there had been a great many laboratory experiments. But there was no way of knowing how school children would react to this reconstituted dry milk except by letting them drink it. As it turned out, the rate of acceptance was quite high.

ANN: How was it served to the children --- plain or with flavoring?

PMA: Both ways.. Some of the children liked it better with chocolate and other flavorings. Others preferred to drink it plain. But the point is that most of the children liked it. Dry milk was used successfully in 88 percent of the lunches served ... and there were nearly a quarter of a million of them up to last June.

ANN: Well that certainly shows something about the potential market for this product.

PMA: We think so.....You should see some of the comments from various schools which have been sent to the Department.

ANN: I'll bet they were enthusiastic.

PMA: They were. One school lunch manager in New Mexico wrote in to ask if there was any limit to the amount of milk which could be served to a child. Some of the children in that school were apparently asking for third and fourth helpings.

ANN: Well that is certainly encouraging information for dairy farmers. And I don't suppose that the use of the dry nonfat milk was limited to fluid consumption. Some of it was probably used in cooking and baking, wasn't it?

PMA: Yes. Dry milk was added to soups and creamed dishes, as well as to desserts.

ANN: Of course, one of the troubles with the dry skim milk is that it hasn't got all of the nutritional values of the whole milk.

PMA: That's true enough. Fat and vitamin A are missing. But school children can generally get enough of these nutrients from other foods in a well-planned lunch. The nonfat dry milk contains all of the calcium, riboflavin and protein that whole milk does.

ANN: And of course, it's a lot better than no milk at all.

PMA: Right. Under the standards set by the Department of Agriculture for the ideal school lunch, the meal should contain at least half a pint of milk. In these areas we've been talking about where fresh milk is scarce, that's been a difficult standard to maintain. But the possibility of using dry skim milk in these areas gives us a chance to close this nutritional gap.

ANN: I think that one of the most heartening things about this program as you've described it is that these tests on dry milk for school lunches raise the possibility of wider use of milk by adults as well.

PMA: Absolutely. There are a great many implications to this program. And all of them spell wider markets for our expanded milk production. For example, if school children like the reconstituted dry milk couldn't this also serve as a healthful beverage for whole families in the many communities over the country where milk is scarce?

ANN:And that, of course, would mean a big step forward in eliminating some of the malnutrition which still exists among a large number of our citizens.

PMA:At the same time it would help hold and expand the dairy industry. If we can realize all the possibilities of wider use of dry milk dairy farmers will have discovered thousands of new customers who never bought much milk before. It will help them to hold production high despite dwindling export markets and will help solve the perennial problem of how to deal with milk surpluses in the flush production season.

ANN: That's an important consideration. There isn't very much that farmers can do with surpluses of fresh milk. But if they can be dried and stored for use later on in other parts of the country it will help spread their marketings over the year and avoid the waste that we sometimes see now.....Well, thank you very much for being with us today,Ladies and gentlemen you've been listening to an interview with _____ of the _____ office of the Production and Marketing Administration. This has been a public service presentation of Station _____, with the cooperation of the United States Department of Agriculture.

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